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ABSTRACT

Designed as a pre-requisite for other quinmester courses in the politcal studies cluster, this course of study for grades seven through nine, aims at providing the student with basic knowledge about Democracy, and an understanding of the rights and responsibilities of each citizen to make a Democracy work. Course goals are for the student to: 1) develop generalizations about the reasons for government; 2) analyze the Democratic principles and American heritage on which this government is based; 3) identify the civil and human rights accorded each citizen of the United States; 4) illustrate how constitutional rights imply responsibilities commensurate with those rights; 5) assess how our government has carried out its constitutional charges; 6) analyze the roles of the three branches of government; 7) specify the methods by which the constitution is kept a living document; 8) differentiate among the methods by which individuals can influence the government; 9) evaluate the importance of the individual's exercise of his right to vote in America; 10) identify problems facing our national government today. The guide is divided into a broad goals section; a content outline; objectives and learning activities; and a materials section. Three appendices contain additional activities. (Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792.) (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: OUR FEDERAL GOVERNMENT 6470.01
6412.17

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

OUR FEDERAL GOVERNMENT

6470.01
6412.17

by

Elaine Liftin

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THIS COURSE IS DESIGNED TO PROVIDE THE STUDENT WITH BASIC KNOWLEDGE ABOUT OUR SYSTEM OF GOVERNMENT AND HOW IT WORKS, AND AN UNDERSTANDING OF THE RIGHTS AND RESPONSIBILITIES OF EACH CITIZEN IN A DEMOCRATIC NATION.

CLUSTER: Political & Economic Studies
GRADE LEVEL: 7-9
COURSE STATUS: Recommended pre-requisite for other courses in this cluster.
INDICATORS OF SUCCESS: None

COURSE RATIONALE: This course is designed to acquaint the junior high school student with the creation, fundamental structure, and functioning of his government. The student should become aware of governmental problems, reasons for their existence, and possible ways to resolve them. The importance of individual involvement in government and the formulation of ideas and opinions only after careful questioning and research are stressed throughout this course.

COURSE GOALS: THE STUDENT WILL:

1. DEVELOP GENERALIZATIONS ABOUT THE REASONS FOR GOVERNMENT.
2. ANALYZE THE DEMOCRATIC PRINCIPLES AND AMERICAN HERITAGE ON WHICH HIS GOVERNMENT IS BASED.
3. IDENTIFY THE CIVIL AND HUMAN RIGHTS ACCORDED EACH CITIZEN OF THE UNITED STATES.
4. ILLUSTRATE HOW CONSTITUTIONAL RIGHTS IMPLY RESPONSIBILITIES COMMENSURATE WITH THOSE RIGHTS.
5. ASSESS HOW OUR GOVERNMENT HAS CARRIED OUT ITS CONSTITUTIONAL CHARGES.
6. ANALYZE THE ROLES OF THE THREE BRANCHES OF GOVERNMENT.
7. SPECIFY THE METHODS BY WHICH THE CONSTITUTION IS KEPT A LIVING DOCUMENT.
8. DIFFERENTIATE AMONG THE METHODS BY WHICH INDIVIDUALS CAN INFLUENCE THE GOVERNMENT.
9. EVALUATE THE IMPORTANCE OF THE INDIVIDUAL'S EXERCISE OF HIS RIGHT TO VOTE IN AMERICA.
10. IDENTIFY PROBLEMS FACING OUR NATIONAL GOVERNMENT TODAY.

COURSE CONTENT OUTLINE:

I. Principles of Government

A. Reasons for Government
B. Democratic Heritage

1. How the Wisdom and Experience of the Past Helped Shape our Government

a. British and Colonial Heritage
b. European Enlightenment
c. American Experience

2. Influence of Documents

a. Magna Carta
b. Petition of Rights
c. Mayflower Compact
d. Declaration of Independence

3. Problems

a. Attempts at Unifying the Colonies

1. New England Confederation
2. Stamp Act Congress
3. First Continental Congress
4. Second Continental Congress
5. Early State Constitutions

b. Articles of Confederation

1. Philosophy
2. Weaknesses and Strengths
3. Land Ordinance 1785/1787

c. Constitutional Convention 1787

1. Reasons Why it Was Called
2. Opposing Viewpoints
3. Bundles of Compromises
4. Outstanding Delegates

II. Constitution - Plan of Government

A. Principles

1. Federalism
2. Separation of Powers - Checks and Balance System
3. Rule of Law
4. Individual Rights
5. Representative -vs- Direct Democracy

B. Structure of Constitution

1. Preamble
2. Body
3. Bill of Rights
4. Amendments

COURSE CONTENT OUTLINE (cont'd)

C. Flexibility & Adaptability

1. Amending Process
2. Elastic Clause
3. Unwritten Constitution
4. Judicial Review

D. Legislative Branch - Congress

1. Nature of House & Senate
2. Lawmaking Process
3. Leadership Roles

E. Executive Branch - President

1. Process of Selection
2. Qualifications
3. Exercise of Presidential Power

F. Judicial Branch - Courts

1. Structure and Operation

a. Supreme Court
b. District Courts
c. Circuit Courts
d. Special Courts

2. Supreme Court - History and Landmark Decision

G. How Individuals are Protected Against Misuse of Power

1. Bill of Rights
2. Amending Process

III. You and the Federal Government

A. Election of Leaders

1. Political Parties
2. Election Procedures

a. Nomination
b. Campaign
c. Voting

B. Role of the Citizen

1. Your Rights
2. Your Responsibilities

C. National Problems

GOAL: THE STUDENT WILL DEVELOP GENERALIZATIONS ABOUT THE REASONS FOR GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MAN ESTABLISHES GOVERNMENT TO PRESERVE ORDER IN SOCIETY.	A. Given a hypothetical choice between government and no government, the student will infer reasons for having governments.	1. Hold a discussion: a. What would life be like without any form of government? (Students should agree that lack of government would mean lack of protection, confusion, etc.) b. Who can suggest specific reasons for having governments? (List on the board as students make suggestions. Write all suggestions on the board, then have students refine the list by finding repetition, errors, etc.) Possible responses: 1. To make it possible for people to live together peacefully 2. To provide rules and laws 3. To provide services for the people 4. To protect people from criminals 5. To prevent riots Students should be asked to defend and/or explain what they mean in each case. 2. The next day, the students might be asked to write two or three sentences explaining why man establishes governments. Some of them may be read aloud and discussed.
	B. To describe the development of our government from its origins to today.	1. Define these terms: Magna Carta English Bill of Rights Declaration of Independence Federal Union Constitution Articles of Confederation Mayflower Compact Fundamental Orders of Connecticut

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Students may trace the development of our democratic form of government by constructing a timeline from 1215 (Magna Carta) to the present. 3. See Appendix I for possible research activity. 4. Show Film, America's Foundations of Liberty (11' Dade County 1-05374. As students watch the film, have them write a sentence about each of the documents of liberty presented. Use these for follow-up discussion. (Declaration of Independence, Articles of Confederation, the Constitution of the United States, and the Bill of Rights.) 5. Students should draw up a chart comparing the Articles of Confederation to the Constitution with regard to the powers granted the national government. Analyze the weaknesses of the Articles and the strengths of the Constitution. 6. Have students list stumbling blocks on the "Road to Becoming a Nation" in terms of the many compromises that went into the Constitution.

GOAL: THE STUDENT WILL ANALYZE THE DEMOCRATIC PRINCIPLES AND AMERICAN HERITAGE ON WHICH HIS GOVERNMENT IS BASED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FEDERAL GOVERNMENT IS BASED ON DEMOCRATIC PRINCIPLES.	A. To explain the principles on which American government is founded.	1. Explain the meaning of each of these phrases: a. Consent of the governed b. Representative -vs- direct democracy c. Federal system d. Separation of powers -- checks and balances 2. Divide the class into three groups. Have each group represent one branch of the government (legislative, executive, judicial) and look up the powers of the branch selected. Allow each group the time to enumerate and clarify the power and demonstrate how each group has "checks" on each of the other groups. 3. Discuss the following: a. The president wishes to make a treaty with Japan that will allow Japanese boats to fish in the waters around Alaska. Who may or may not ratify it? b. Congress has passed a law which says that television and radio commentators may not criticize the actions of the president or any congressman. Who may or may not allow the law to stand? c. One of the Supreme Court judges decided to retire. The president announced that he has chosen Mr. John Harlan to take the vacant place on the Supreme Court. Who may or may not approve the appointment? d. The president suggests a law be passed providing that the federal government pay rent for all families who earn less than $3,000 a year. Who may or may not make such a law?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Both Houses of Congress have passed a bill to move the meeting place of Congress to northern Minnesota in the summer months. Who may approve or veto it? f. Two men were tried in Federal Court for stealing a document from the Defense Department in Washington. They were found guilty and sentenced to 30 years in prison. They have asked for a pardon. Who may or may not grant it? 4. Play the game "Place the Power" as described in the Appendix # 1. 5. Students may clip pictures and articles, make drawings, or write materials suitable for a bulletin board on The Democratic Principles of Our Government. 6. For less able students: Use Abramowitz, Study Lessons on Documents of Freedom, Lesson 2.
	B. To explain how the authority of the democratic state is limited.	1. Put the Civil Rights Message (1948 President Truman delivered to Congress) on the board: "This nation was founded by men and women who sought these shores that they might find greater freedom and greater opportunity than they had known before." Students may list freedoms sought by early colonists and compare them to freedoms we seek. They should know how the Constitution protects these freedoms. 2. Divide the class into pods which will read selected sections (by assignment) of the Bill of Rights.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Through oral presentations everyone may be aware of his constitutional rights and the limits placed on the government with regard to the infringement of these rights. 3. Read the Peter Zenger Trial in class. Have students enact it to illustrate the result: freedom of the press and freedom to voice one's opinions against the government. Students may wish to publish a class document to protest something they perceive as an inequity in the school, community, or classroom.

GOAL: THE STUDENT WILL IDENTIFY THE CIVIL AND HUMAN RIGHTS ACCORDED EACH CITIZEN OF THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EVERY UNITED STATES CITIZEN IS ENTITLED TO CERTAIN CIVIL AND HUMAN RIGHTS.	A. To interpret and evaluate the Bill of Rights.	1. Show a film or filmstrip on the Bill of Rights. Example: the film, "Bill of Rights of the United States" (16) Dade County # 1-10229 or the filmstrip, "Your Bill of Rights" McGraw Hill. 2. Assign students to select one of our basic rights and draw a cartoon that illustrates it. Display the best ones on a bulletin board, or have the better ones made into overhead transparencies for classroom discussion. 3. Discuss: Do you think any of the first ten amendments should be changed? (Some students may disagree with the right to bear arms, and this could lead to a discussion of gun control laws, hunters' lobbies, and the different frames of reference in the 1700's and the 1900's.) 4. Discuss: Would you like to add anything to the Bill of Rights? (e.g., some people have proposed an environmental bill of rights - the right to clean air, water, etc. Some would like to add the right to a job, a minimum income, ten weeks vacation, etc.)
	B. To list past and present inequities in and violations of our rights, and attempts at resolving them.	1. Discuss: Have all people in all times lived up to what it says in our Bill of Rights? Discuss reasons for inequities. List some of the problems with regard to our rights that we are trying to deal with presently, such as: equal education (not stated in the Constitution), use of public facilities, racial and ethnic discrimination, dissent.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Explain some measures that have been taken recently to deal with issues of rights: Brown -vs- Board of Education; Civil Rights Act, 1964; Voting Act 1965; Open Housing Laws; etc. 3. Have interested students research and report on agencies that fight for civil rights: American Civil Liberties Union, NAACP, CORE, SCLC, University of Miami Desegration Center. 4. Try to obtain services of law students from Speaker's Bureau of the University of Miami.

GOAL: THE STUDENT WILL ILLUSTRATE HOW CONSTITUTIONAL RIGHTS IMPLY RESPONSIBILITIES COMMENSURATE WITH THOSE RIGHTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CITIZEN MUST ASSUME RESPONSIBILITIES THAT GO ALONG WITH HIS RIGHTS	A. To explain the responsibilities commensurate with our rights.	1. Make a chart on the chalk board: With students, list the rights discussed above. Have students then suggest the responsibilities that should be implied by each right.

Rights	Responsibilities
freedom of speech	refrain from inciting to violence; speak with reason.
freedom of religion	respect others beliefs
right to trial by jury	serve on jury duty when called

2. Discuss: Are there limits to freedom? For example, is it OK to yell "fire" in a crowded theatre for a joke? Establish that liberties stop when they interfere with the liberties of others. Have students suggest other occasions when our freedoms might necessarily be limited (war time; during riots)

3. Explain the difference between duties and responsibilities. Assign groups in the class to make a list of our responsibilities to the federal government and our duties.

Responsibilities: Voting, being knowledgeable about the government, communicating with representatives, being willing to serve as elected official, supporting the government, cooperating with police, etc.

Duties: Obeying the law, testifying in court, paying taxes, defending the nation during war, serving on juries, attending school, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Analyze the Pledge of Allegiance. Possible film: <u>The Red, White, and Blue</u>. (27') Dade County 1-31478. Discuss: Does refusing to say the Pledge mean you are not a good citizen? In the course of the discussion, establish definitions for terms: loyalty, patriotism, and nationalism It may lead to a discussion of symbols and their importance to a group; analogies would include the Bible, the Nazi insignia, the peace sign, etc. 5. Some students might construct a chart listing the characteristics of good citizenship at home, in the community, and in the nation. 6. Have the class read the "American Creed" and analyze, interpret, and critically evaluate it: "I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed, a democracy in a republic; a sovereign nation of many sovereign states, a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to respect its flag, and to defend it against all enemies."

GOAL: THE STUDENT WILL ASSESS HOW OUR GOVERNMENT HAS CARRIED OUT ITS CONSTITUTIONAL CHARGES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IT IS THE CHARGE OF THE FEDERAL GOVERNMENT TO CARRY OUT THE PURPOSE OF THE CONSTITUTION AS STATED IN THE PREAMBLE.	A. To list and describe each of the statements in the preamble of the Constitution.	1. Give each student a hand-out of the "Preamble of the Constitution" or refer to it in a text. a. With the teacher, the students will analytically read each statement. b. The students will rewrite each statement in their own words. c. The students will reword or compose their own preamble. 2. ".. to form a more perfect union.." a. Discuss the meaning of the phrase e pluribus unum b. Discuss how, out of many (states), we got one (union) c. What are some advantages of being a union as opposed to being isolated? d. Analyze the statement united we stand, divided we fall 3. ".. to establish justice and insure domestic tranquility.." a. Have students report on how the federal government meets its responsibilities in each of these: 1. keeping internal peace 2. punishing wrongdoers 3. preventing fraud and harmful practices 4. regulating business 5. exercising police powers 6. alleviating unemployment, poverty, and ignorance 7. aiding communities suffering from disasters b. Bring in current data that will demonstrate the role of the federal government in accomplishing the above. Analyze the situation and encourage students to:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

1. suggest what would happen if the government had not done anything
2. recognize the constitutional basis for its action, and,
3. make judgements about the role of the federal government in this and other cases.

Examples: news article about government troops in a riot situation and its participation in recovery after a hurricane.

4. <u>".. to provide for the common defense.."</u>

a. After the students list the various divisions of the armed forces and their general responsibilities, discuss the basic requirements for each service.

Examples: both men and women may participate, and a high school diploma is desirable.

b. **Discuss why and how the United States maintains its armed forces during peace as well as in war times.** Encourage students to read newspapers and discuss the world troubled areas to illustrate why we should keep our defenses strong.

c. Students may report on the "Draft Lottery" and on the "History of the Draft". For example: conscription as opposed to voluntary draft.

d. Debate whether to maintain a draft or to have a volunteer army.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Have a war veteran as guest speaker to relate his experiences.
		5. <u>".. to promote the general welfare.."</u>
		a. Using cartoon or chart, illustrate the "cradle to grave" idea of governmental protection and have students explain how the government looks after welfare from infancy to childhood, to youth, to young adulthood, to middle age, and to old age.
		b. Discuss the function of agencies such as the Pure Food and Drug Administration, the Office of Health, Education, and Welfare, the National Labor Relations Board, Social Security, and Workman's compensation laws, in the light of the above idea of "cradle to grave" governmental protection.
		c. Have an able student or students research current controversial welfare issues, such as National Health Insurance and current welfare reform bills before Congress.
		6. <u>".. to secure the blessings of liberty.."</u>
		a. List with students the blessings we have as a result of our liberties.
		b. Discuss the ways they could be taken away.
		c. Explain how our freedom has grown. Read amendments 11-24 to assist in answering and explaining.
		d. Depict amendments 11-24 in cartoon form for display during the lesson, possibly on transparencies.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Present students with a situation in which liberty comes into conflict with the ideal of equality. Lead students to recognize that neither is absolute.
	B. To analyze the basic structure of our Constitution	1. Provide each student with a complete copy of the Constitution of the United States. a. Have students examine the structure of the Constitution and outline its contents. b. Analyze the Constitution with the students. Students should suggest reasons for the following: 1. The two house legislature 2. The census every ten years 3. Higher qualifications for senators 4. Habeus corpus 2. Allow students to reorganize or recreate the basic structure of the Constitution of the United States as they create a constitution for their own class. 3. View film Our Living Constitution (11' Dade County # 100447) Questions for discussion: a. How does our government change to meet the needs of the times? b. How does the Constitution guarantee our rights and freedom? 4. For the less able students: Refer to Study Lessons on Documents of Freedom by Abramowitz Lessons 3-14.

GOAL: THE STUDENT WILL ANALYZE THE THREE BRANCHES OF GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONGRESS, OUR LEGISLATIVE BRANCH OF GOVERNMENT, HOLDS THE MAJOR LAW MAKING ROLE IN OUR NATIONAL GOVERNMENT	A. To compare the structure and function of the two houses of Congress: the Senate and the House of Representatives.	1. Place a schematic diagram of the structure of the Congress of the United States on the chalkboard. Provide each student with a miniature diagram. Together or as a project, complete the required information concerning the basic structure and functions of each house of Congress. Discuss reasons for differences in both structure and functions. 2. Work with a population map of the United States and estimate the number of representatives each state may send to the House of Representatives. Pay particular attention to the number of representatives allotted to Florida, the ninth largest state, and its still growing numbers. 3. Assign students to write about an imaginary trip to Washington, D. C. and a visit to Congress. Have them describe what they might hear or see in a diary.
	B. To describe the regulations and qualifications for membership for each house.	1. Using worksheet techniques, have students fill out qualifications for membership in each house. 2. Debate the question, "Do You Believe the Congressman should Represent the Interests of the People, the State, and Sections That Have Elected Them or the Interests of the Country as a Whole?". NOTE: It is anticipated that the election process and qualifications of candidates be analyzed in the light of the question. 3. Students may invite a representative to speak in class or may interview him at his office and report back to the class, focusing on his job and qualifications for it.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Write a book report on appropriate materials. For example, on Congressional persons or issues one might read John F. Kennedy's Profiles in Courage. 5. Have students write to representatives or senators of their particular area seeking their views on various national issues. 6. Examine newsletters sent out by congressmen periodically, with a view to content and purpose.
	C. To examine the organization of officers, committees and rules that enable the Congress to proceed in an orderly manner.	1. Using outline form, have students research and complete such information as the following: I. Organization of Congress A. Terms 1. Senate 2. House B. Types of Committees and their workings 1. 2. C. Membership on Congressional Committees 2. Write reports on the functions of a Congressional committee or of key personalities of the Congress. 3. Have a group of students use the World Almanac to determine information about their representatives and senators (ages, committees, length of service, political party affiliation, etc.) to report to the class. 4. Have students research the voting record of their representatives.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Debate: The Seniority System Should be Abolished. Students may write their congressmen to get their views on the strengths and weaknesses of the system. Letters should include the question, "Would you vote to abolish the seniority system?" Analyze the replies to see how the question was answered.
	D. To trace the course of a bill through the two houses of Congress.	1. Examine and discuss implications of this question: Why are between 10,000 and 20,000 bills considered each year in the House and Senate and only a very small percentage of these actually pass?
		2. Students should define the terms bill and law. They should work with a chart or individual hand-outs on how a bill becomes a law. Have them explain each step in the procedure.
		3. Explain how each of these may affect bills becoming laws: pigeon holing, hearings, public and executive sessions, lobbyists, filibuster, constituents, committees.
		4. Choose an actual bill under consideration by Congress You may obtain copies of bills from the United States Printing Office. Trace its progress through to passage or defeat.
		5. Students may suggest improvements in our legislative process and write them in essay form.
		6. Film: A Law Is Made. 29" Dade County # 1-30048

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE AMERICAN SYSTEM OF GOVERNMENT PROVIDES FOR A STRONG EXECUTIVE IN THE PRESIDENT OF THE UNITED STATES. IT IS HIS RESPONSIBILITY TO CARRY OUT THE LAWS PASSED BY CONGRESS.	A. To analyze the requirements for the office of the chief executive.	1. Have the students comment on these two questions: a. Can our next president be a woman? b. Can our next president be Black? The emphasis of the discussion should revolve about the facts that there are only three basic qualifications for the office of President of the United States. The social implications can be explored, i.e., his or her acceptance as a leader in legislation and foreign policy and as Commander-in-Chief of the Armed Forces. The role of prejudice in political choices regarding race and religion can be explored. 2. Discuss how the following factors, while not requirements for office, will affect the ability of the president to do his job: a. Education b. Health c. Ability to speak d. Personal decorum e. Appearance f. Intelligence
	B. To examine the electoral procedure as it applies to the president.	1. Role play a presidential election -- campaign promises to inauguration. Have students read and review inaugural addresses; for example, the one made by John F. Kennedy in 1961. 2. Describe the electoral procedure for the office of the president. Include projections for future methods of electing a president.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Review the 22nd Amendment to the Constitution which limits the president to two terms of office. Have a student report on Franklin D. Roosevelt's career of four terms and and why Lyndon B. Johnson could run for office in 1968. Discuss.
	C. To list and describe the president's specific powers and to contrast them with those he has adopted via implied powers.	1. Prepare a chart on which students can state presidential powers given in the Constitution. 2. Discuss: How has the president's power been expanded? Give the class an opportunity to discuss whether the extended powers will help or hinder the workings of government. 3. Have students enact a "Day in the Life of the President". The class should produce a schedule for him and role play ambassadors, advisors, etc., to demonstrate the tensions that confront him and the hectic schedule he maintains. You may want to allow for an emergency situation, also, in which he has to make a major decision on short notice (without telling the total class ahead of time). 4. Work up a vocabulary list that relates to the powers of the executive branch: For example: treaties, diplomatic note, veto, inaugural address, reprieve, pardon, F. B. I., consul, ambassador, cabinet

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. To explain the functions of the president's cabinet and to analyze his executive agencies.	1. Via committee research and reporting, have students assume cabinet positions. Divide the class into twelve committees to resemble the twelve cabinet posts. One student in each committee may act as the current cabinet officer, i.e., Secretary of ..... He will attend a presidential cabinet meeting at which time he will be called upon to relate the workings of his executive department. 2. Students might be directed in a game in which one committee member stands and gives clues concerning the department of government he represents and the class will try to discover his identity. For example: It is my responsibility to advise the President on matters of foreign policy. All ambassadors are under my charge. The Great Seal of the United States is kept by my department. Who am I? (Ans. - Secretary of State) 3. Have a matching quiz on executive departments and how they assist the president. e 1. Agriculture j 2. Interior b 3. Labor g 4. Post Office l 5. Justice d 6. Transportation i 7. State a 8. Treasury f 9. Health, Education, and Welfare k 10. Defense c 11. Commerce a. Collect taxes b. Aid factory workers c. Encourage business and Trade d. Help coordinate transportation e. Aid the farmer f. Enforce food and drug laws g. Deliver the mail h. Helps cities deal with present day problems

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		h 12. Housing and Urban Development i. Carry out our foreign policy j. Improve living conditions of the Indians k. Advise on military matters l. Defend the United States in a law suit
		4. If you were President of the United States, what would be some problems you would face? Chart them on the board and have students explain possible solutions for each. Work towards executive agencies that might be of assistance and elicit original solutions.
		5. Biography work: Have individual students research current members of the President's cabinet.
		6. List the independent agencies such as the Federal Bureau of Investigation, and have students find out how each helps the President.
		7. Construct a bulletin board on the executuve branch of government. (A committee of students could locate pictures of the President and cabinet members, quotes, newspaper headlines, or make original drawings of the President's seal, etc.)
	E. To describe presidential succession and cite examples to illustrate it.	1. Situation: Suppose the President falls ill or dies. What happens to the leadership of our country? Send students home with this question, to follow up with discussion the next day.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have a group of students investigate examples in our history where we have had presidents die in office.
	F. To evaluate the achievements and failures of some of our past (and present) presidents.	1. Have students write essays on "What makes a president great?" 2. Divide the class into small groups to research the presidential terms of some of the presidents termed "great" by historians. Groups should be able to point out why these particular presidents were judged great, and in follow-up discussions, discover similarities among them. (e.g., Many were war-time presidents) 3. Debate informally the question: Do the times make the President or does the President make the times? 4. Have students research some of the achievements and failures of the current president and propose reasons for them. Stress the difficulty of judging a contemporary leader.
62 THE SUPREME COURT HEADS THE JUDICIAL BRANCH OF OUR GOVERNMENT AND IS THE FINAL ARBITER OF OUR CONSTITUTION. IT IS DEDICATED TO THE PRINCIPLE OF EQUAL JUSTICE UNDER THE LAW	A. To explain the need for laws and rules in our society.	1. Begin with a hypothetical situation: Suppose that Mr. Jones has taken the life of Mr. Smith. What will happen to Mr. Jones? Elicit from the class that because of rules or laws in our society he would be brought to trial. The court would determine why the crime was committed and if the accused were guilty. Ask: What if we had no rules or laws? Then what would happen?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have an interested student or students report on the laws of Hammurabi. Compare Hammurabi's Code with present day laws. The report should include who determined guilt and innocence in Babylonia. Following the report, class should conclude whether or not there was equal justice for all in those days. They should also consider why laws have existed for so long in so many societies.
	B. To list some of the rights of accused persons.	1. Examine the Bill of Rights in class and review those rights an individual is given to insure a fair trial. 2. Assign students to watch one of the courtroom dramas on television and summarize the procedures they observe. In class they can use these notes to compare to the ideas of justice on which our system of law is based. For example: Procedure observed: The arrested individual is appointed a lawyer if he cannot afford one. Idea behind it: An accused individual has the right to representation by an attorney. Other guarantees to be stressed: Right to bail in most cases; a grand jury examination; jury trial by peers; presumed innocent until proven guilty; appeal of an unjust decision. 3. Have students bring in newspaper accounts of current trials and examine them for guarantees of rights and courtroom procedures.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Some of the more spectacular trials to come up in current events provide meaningful discussion springboards for value laden issues: the limits of free expression by a defendant, the need for and limits of courtroom decorum, admittance of unusual kinds of evidence, use of wire taps as evidence and invasion of privacy, pre-trial publicity... 4. Interested students might research and report on a landmark case involving rights of the accused and due process of law. 5. Arrange a field trip to observe an actual court in action, or arrange for a court official or lawyer to visit the class to discuss the role of courts in our society.
31	C. To describe the structure and functions of our federal court system.	1. Make a chart of the structure of the Federal Court System and explain the jurisdiction of each court and the personnel involved in the judicial system, or play a game, WHO AM I? 1. I am the place where a trial is held..... — District Court 2. I am the Government's lawyer..... — U. S. Attorney 3. I preside over the Supreme Court..... — Chief Justice 4. I am the result of breaking a law passed by Congress..... — Federal Case 5. I review a lower court's decision..... — Appeal Hearing 6. I arrest accused persons... — U. S. Marshall 7. I bring cases to the grand jury..... — Federal Commissioner 8. I am the place where you may sue the government... — Court of Claims

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. I am a document requiring people to appear in court..... Subpoena 10. I am the process that examines the constitutionality of a law..... Judicial Review 2. Trace a case through the Federal Courts and finally to the Supreme Court. 3. Have individual students write reports on influential Supreme Court Justices and landmark cases. Reports should focus on the principle of <u>judicial review</u>. <u>Suggested topics</u>: John Marshall Oliver Wendell Holmes Earl Warren Marbury -vs- Madison (1803) Dartmouth College Case (1819) Plessy -vs- Ferguson (1896) Brown -vs- The Board of Education (1954) Dupont - General Motors Case (1917-19) Current Casses handled by the court should be added

GOAL: THE STUDENT WILL SPECIFY THE METHODS BY WHICH THE CONSTITUTION IS KEPT A LIVING DOCUMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CONSTITUTION HAS REMAINED VIRTUALLY UNCHANGED FOR NEARLY 200 YEARS.	To list the ways the Constitution has been kept a living document.	1. Have students react to the statement, "Our Constitution, drafted in 1787 with 13 states and 4 million people, 90% of which were employed in agriculture, is still a relevant document in today's complex urban society." 2. Explain how the Constitution has been and can be amended. Questions for discussion: Why does the Constitution have so few changes? Are there any amendments being considered today? If you could, would you propose any amendments to the Constitution? 3. Read the "elastic clause" and have students suggest analogies that show they understand it. E.g., if the principal says that the teachers can do anything "necessary and proper" to enforce discipline in class, what does that mean? Can the teacher interpret it however he sees a need for it? Who decides if he interpreted it too loosely? (The principal, or the courts if necessary). Who determines if the elastic clause of the Constitution is interpreted too loosely? (Supreme Court) 4. The teacher or a student might gather information on current Constitutional changes being considered. These could be discussed in class with a view to: 1. their chances of passage 2. their desirability 3. people supporting their passage 4. reasons why they are being proposed

GOAL: THE STUDENT WILL DIFFERENTIATE AMONG THE METHODS BY WHICH INDIVIDUALS CAN INFLUENCE THE GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INDIVIDUALS CAN INFLUENCE THE FEDERAL GOVERNMENT.	A. To compare legal and illegal methods to bring about change.	1. Discuss the legal ways of bringing about changes in rules in school or in the classroom. Possible discussion and/or research questions: a. Do students have a voice in student government? Do they want it? b. Does the student government have a voice in setting school policies? Should it? c. Do students understand their legal rights in school? Who is responsible for telling them? d. What would be the consequences of attempting to bring about change in illegal ways? e. If students feel they are not getting results from their school on a problem that they feel is a justifiable complaint, what should they do? (Is it OK to interfere with other students' rights to obtain yours?) If students interest is high on the topic of school rights, perhaps an administrator could come to class and respond to student questions. 2. Pose the following problem to the students: Suppose you, as a citizen, are dissatisified with the policies of the government. In what ways might you engage in activities to bring about changes? Differentiate between legal and illegal means. (Possible responses: Encourage parents to vote in the next election; distribute a petition; join a group that is working for or lobbying for action, (e.g., a conser-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		vation group, consumer group, etc.); work on a campaign; write letters; organize a boycott or demonstration; write letters to newspaper editors; join civic and educational groups that have influence (e.g., League of Women Voters); join young Republicans or Democrats or other political organizations, and work on its platform.) (Possible illegal ways; civil disobedience; violence; destroy property; break laws.) As students suggest ways to change things, list them and in each case, have them suggest the implications for such action. For example, inciting to riot could carry legal punishment, political ill will (public condemnation or at a university , loss of financial support), and social harm (injury, hatred between groups). 3. Invite a member of a local civic organization or an active member of the community to visit the class and discuss the ways an individual citizen can influence his government. NOTE: Many students seem disenchanted with their role in our government. It is important to stress the realities of the situation; no one is apt to change government policy overnight just by writing a letter or pariticpating in a demonstration. Individuals have made a difference but they have devoted a great deal of time and energy in so doing. Many who have had influence have never seen their names in the headlines. 4. The teacher might bring news articles to class which describe both legal and illegal efforts to bring about some sort of change. Students should evaluate the efforts in discussion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have students research current groups and/or individuals who are "making a difference" legally. Suggested topics: Nader's Raiders League of Women Voters American Civil Liberties Union Environmental Defense Fund Consumer Lobbies Environmental organizations Questions to consider: Where does the group get its money? How many people belong? How does one join? What have they accomplished? What methods do they use to obtain change? Who opposes them? Why? Alternate activity: The teacher may, instead, prepare a lecture or reading on one active citizen group and use it as the basis for discussion of the above questions. 6. Have each student write an essay in which he describes the role of a citizen in the United States.

GOAL: THE STUDENT WILL EVALUATE THE IMPORTANCE OF THE INDIVIDUAL'S EXERCISE OF HIS RIGHT TO VOTE IN AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
OUR REPUBLICAN FORM OF GOVERNMENT GIVES THE PEOPLE THE RIGHT TO VOTE.	A. To examine the development of our two party system and compare it with party systems in other countries.	1. Introduce vocabulary: political party — two-party system — Democratic Party party platform — Federalist — Republican Party third party — Anti-Federalist — Communist Party 2. Use a timeline and trace the development of our party system. Then illustrate where third parties played significant roles. 3. Contrast the principles of the American party system to that of the Soviet Union. Also, you might compare it with Great Britain. 4. Discuss political cartoons from the daily papers. Have students interpret them. The teacher may bring in a book of historical cartoons for discussion. Students may wish to draw their own political cartoons dealing with national issues or school issues.
	B. To describe how our major political parties operate.	1. Chart the organization of political parties: national committee, state, local, wards, precinct, etc. Information is usually available from the League of Women Voters on the workings of political parties. 2. Examine examples of political propaganda. Elicit from students how they can tell fact from opinion and truth from propaganda when they read speeches and advertisements of candidates.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Prepare hand-outs or transparencies of quotations from party platforms or symbols of the major parties in the last national election. Divide the class into small groups and have them try to match the party with the quote or symbol. Tally the results and compare the party philosophies by asking groups to justify their choices.
	C. To explain voting procedures and to demonstrate a willingness to vote.	1. Read and evaluate the 15th amendment to the Constitution. 2. Discuss and evaluate the advantages and disadvantages of various means of voting, such as Write-in vote, Australian ballot, secret voting, using voting machines, etc. 3. Discuss: Why is it important to exercise your right to vote? 4. Dramatize an election. (Possibly a class election.) a. Decide on voting qualifications. b. Develop at least two parties, each of which: 1. nominates a candidate 2. writes a party platform 3. campaigns c. Determine voting method; register votes. d. Vote e. Hold an inauguration. <u>Discussion</u>: Did people vote a straight party ticket? What issues seemed to sway the voters? Can the new official realistically fulfill his promises? Could the election have been held in a fairer way?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Debate: Should the Now 18 Year Old Voting Age in National Elections be Maintained, Lowered, or Reversed Back to 21 Years of Age?

GOAL: THE STUDENT WILL IDENTIFY PROBLEMS FACING OUR NATIONAL GOVERNMENT TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EVERY UNITED STATES CITIZEN SHOULD BE INVOLVED IN ATTEMPTING TO RESOLVE NATIONAL PROBLEMS.	A. To explain how the federal government deals with selected social problems.	Use Activity # 3 in the Appendix to proceed with the following activities: 1. Guide a discussion about the aims of good government. Ask, without labeling responses right or wrong: a. Do you agree that our school needs to have rules for the students to follow? Why? b. How do you, as an individual, get along better with many or few rules? Do the students in general fare better or get along better with many rules or few rules? With much supervision or little supervision? c. Do you believe that we need more laws in our country today than 10 years ago? 50 years ago? 150 years ago? Why? d. Do you believe there are more government agencies or programs today? Name any recent ones you know. (Some students may be familiar with the Peace Corps, Vista, Neighborhood Youth Corps, EOPI, and Office of Economic Opportunity.) e. Does it seem to you that a nation fares better or gets along better with more government agencies and programs or with fewer? f. Do individual people fare better when the government helps them solve their problems?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Explain that the Preamble to the Constitution states that our government should "promote the general welfare". Then tell them <u>welfare</u> comes from two words, <u>well</u> and <u>fare</u>. Ask: a. What does <u>to fare well</u> mean? (to do well or to get along well) b. How can you say "promote the general welfare" in another way? (Help people to get along better, do things to make people more prosperous and healthy) Tell them there is agreement that a purpose of government is to promote the general welfare, but there is not agreement on how little or how much a government should do to accomplish this. Explain that the discussion will continue with some of the measures our Federal Government has taken to further the welfare of the people. 3. Distribute one copy of Activity # 3, student pages 1 and 2, to each student. (Appendix) Have a volunteer read the title of the first article. ("Government's Purpose") Have the class read silently. Ask the students to give a synonym for <u>purpose</u> in the quotation of Thomas Jefferson. (Object) Ask another volunteer to define <u>statesman</u>. Have a volunteer tell what the outline sketch in the upper left-hand corner of the article represents. (The American shield or emblem, with 13 stripes representing the 13 original states.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Tell them to pay careful attention to the articles and discussion because they will be playing a game based on the information in them. 4. Have the class read the second article, "Civil Defense" silently. Ask students to define <u>disaster</u>. Discuss the article. 5. Read and discuss the last two articles: "Urban Renewal" and "Social Security and Medicare". (Appendix) 6. Play the game, "The Dot Dash". (Appendix, Activity # 3)
	B. To list current national problems and examine each for cause and possible solutions.	1. Working in conjunction with the students, write a list of current problems facing our nation on the board. Some might include: Race Relations — juvenile delinquency — crime conservation — old age assistance — civil defense ecology — poverty — education drugs — Indian problems — inflation alcohol — urban renewal 2. Have students work in committees or as individuals to study one of the social problems listed. a. Research the origins of the problem. b. Current status of the problem c. Government agencies that have done something or can do something to alleviate the problem d. Consequences if nothing is done about the problem e. What citizens can do to help

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Bring in news articles that reflect government action in some area (s) listed. It might be worthwhile to bring in several articles and distribute one to each of several small groups for analysis. Questions to consider and discuss: a. What action did the government take? b. What governmental agency was involved? c. Was the government action legal? Was it correct? d. Where, under the Constitution, does the government get the right to take action as it did? e. Do you think the government should have acted as it did?

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

* Hartley, William H. and Vincent, William S. American Civics. New York: Harcourt Brace and World, Inc., 1967.

* Ratcliffe, Robert F. (II). Justice in Urban America Series. Boston: Houghton Mifflin Co., 1970.

* Richards, W. Marvin, Isely, Bliss, and Richards, John M. We The People. Illinois: Benefic Press, 1969.

2. ALTERNATE STUDENT AND CLASS MATERIALS:

A. Textual

Abramowitz, Jack. Study Lessons on Documents of Freedom. Chicago: Follett Publishing Co., 1963

_____ The Constitution. Atlanta: Ginn and Co., 1963.

_____ How a Bill Becomes a Law. Atlanta: Ginn and Co., 1963

* Ball, Grant T. and Posch, Lee J. Civics. Chicago. Follett Educational Corp., 1971.

* Dimond, Stanley E. and Pflieger, E. F. Civics for Citizens. Philadelphia: J. B. Lippincott, 1970.

* Felder, Dell. The Challenge of American Democracy. Boston: Allyn and Bacon, 1970.

* Goldberg, Daniel. Challenges in Our Changing Urban Society. River Forest, Illinois: Laidlaw Brothers, 1969.

* Gross, Richard E. and Devereaux, V. Civics in Action. San Francisco: Field Educational Publications, 1971.

Quigley, Charles N. and Longaker, R. P. Voices for Justice: Role Playing in Democratic Procedures. Boston: Ginn and Co., 1970.

* Smith, Harriet F. Your Life as a Citizen. Boston: Ginn and Co., 1970.

B. Audio Visual

1. Films (available through Dade County)

		Dade County Number	
Basic Court Procedures	14'	1-10238	
Bill of Rights of the U. S.	16'	1-11537	
America's Foundations of Liberty	11'	1-05374	
Civil Rights Movement: The South	28'	1-31694	
The Congress	20'	1-10165	
The Constitution of the U. S.	16'	1-10232	
Clarence Darrow	26'	1-31562	
How We Elect our Representatives	11'	1-00374	
Making of the President, 1960	45'	1-40009	(Part I)
Making of the President, 1960	45'	1-40010	(Part II)
Our Living Constitution	11'	1-00447	
National Citizenship Test	29'	1-31523	(Part I)
National Citizenship Test	22'	1-31525	(Part II)
The Supreme Court	9'	1-00453	
A Law is Made	29'	1-30048	
The Red, White, and Blue	25'	1-31478	

2. Filmstrips

The topic of American government is generally covered by filmstrips within individual schools. The teacher should check his school's offerings and plan accordingly.

If the school needs to purchase filmstrips in the area of American government, it is recommended that you consult the most recent catalog of one of the major producers: Guidance Associates, Society for Visual Education, New York Times Filmstrips.

* State Adopted

3. Records

Constitutional Amendments 13th, 14th, & 15th. Colombia. 12", 2 sides, 33 1/3 rpm. Dade County Number 4-40626.

Supreme Court Cases. Educational A-V. 12" 4 sides, 33 1/3 rpm.

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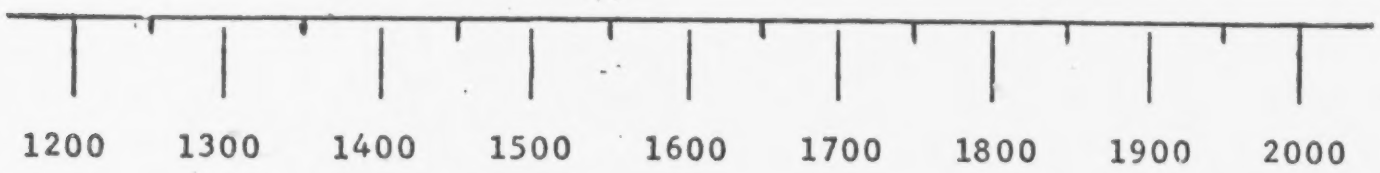
Appendix I

Activity 1

Teacher's Guide

PROCEDURE

1. Before the class begins, mark off time on the length of brown paper in intervals of 100 years, as shown below, from the year 1200 to the year 2000. Smaller marks may be added for 50-year intervals.



Hang the length of paper horizontally across the classroom wall.

2. Discuss the time line as a graphic representation of chronological events. Explain how this time line will be a vehicle to show the development of the idea of democracy through the last 800 years.

3. Distribute one copy of ACTIVITY 1, student's package, to each student (Appendix). Read the title and explain that events important to the development of the idea of democracy are stated. Each event is followed by two questions pertaining to the event. The blank space at the left column is for the date of the event. Please note that the stated items contain the main concepts and that the questions serve only to lead the students to reference books.

4. There are sixteen numbered events. Divide the class into groups of two or three students, and assign <u>one</u> event to each group for library research.

5. Read and discuss the directions at the top of student's page 1. Groups who finish their library assignments early should take any unassigned events so that all dates are covered. During the next library period, have each group search library reference books for information about this event and fill in the answers in the appropriate blanks.

6. After the groups have finished their research, have each group of students make an oral presentation of the assigned event. This presentation should consist of reading aloud to the class the date of the event, the event, and the answers to the questions pertaining to it. As this is done, each student should

fill in the blanks for each event on his own copy.

7. After the speaker has completed the reading of an event, have his partner first mark the date on the time line in pencil and then print a brief caption for it. (Example: 1215, Signing of the Magna Carta) Check the entry, and then have the student go over it with magic marker or crayon.

The following are suggested responses to the research assignment.

(1) 1215; the king; the people
(2) 1620; Jamestown, Virginia; the people
(3) 1620; the Mayflower Compact; traveler
(4) 1634; written paper, Middle English from Old French from Latin; Lord Baltimore
(5) 1688; killed; parler, to talk
(6) 1690; England; William III and Mary II
(7) 1732; Georgia: George II, King of England
(8) 1762; Social Contract; France
(9) 1776; Thomas Jefferson; Fourth of July
(10) 1787; thirteen; Preamble
(11) 1791; Bill of Rights; religion, speech, press
(12) 1865; Amendment XIII; Civil War
(13) 1914; Germany; Woodrow Wilson
(14) 1920; Amendment XIX; the right to vote
(15) 1939; Poland; Japan and Italy
(16) 1941; Hawaii; about 2,400 miles

MATERIALS

One copy of ACTIVITY 1, student's package, for each student

A length of brown wrapping paper, approximately 8 feet long

Magic marker or crayon to mark off the time line

ACTIVITY 1

THE IDEA OF DEMOCRACY

Read the event in the box that has been assigned to you. Use reference books in the library to find the answers to the questions and the date of the event. Then fill in the blanks.

DATE	EVENTS
____	(1) The idea of democracy was strengthened by the Magna Carta. It was a document that said Englishmen had rights which should be respected and that they should have a voice in their own government. Who held all the power before then? _____ Which group of people benefited from the Magna Carta? _____
____	(2) Democracy was strengthened in the early American colonies when the House of Burgesses was established. This group was a legislature which passed laws and managed local affairs. In what colony was this legislature? _____ Who chose the members of it? _____
____	(3) Democracy was strengthened when people called Pilgrims settled in Plymouth, Massachusetts. They wrote a document stating they would make their own laws and live by them. What was the document called? _____ What does the word <u>Pilgrim</u> mean? _____

DATE	EVENTS
_____	(4.) When Maryland was founded as the third colony, its charter strengthened the idea of democracy. It said no one could be punished for his religious beliefs. Freedom of religion spread and was adopted by other colonies. What does <u>charter</u> mean and what language does it come from? _____ For whom was the capital of Maryland named? _____
_____	(5) The idea of democracy was strengthened when a king and the parliament in England disagreed violently about religion and the constitution. This disagreement was called the Glorious Revolution, and the parliament won. What happened to the king? _____ What is the French word and its meaning from which the word parliament comes? _____
_____	(6) John Locke wrote a book called <u>Of Civil Government</u>. It strengthened the cause of democracy because it said people were entitled to life, liberty, and property of their own. Where did Locke live? _____ Who ruled his country when he wrote the book? _____
_____	(7) Democracy was strengthened when General Oglethorpe tried to make a model government for settlers in the American colonies. The rules were strict, but there was freedom of religion. In what colony did Oglethorpe settle? _____ Who gave him the power to form the government he wanted? _____

DATE	EVENTS
_____	(8) A book written by Jean Jacques Rousseau strengthened the cause of democracy. It said that people should vote for a government of their choice and for laws they desired. What was the title of Rousseau's book? _____ In what country did the author live? _____
_____	(9) Democracy was strengthened when the Declaration of Independence was written. It stated that all men have equal rights and that government should protect people, not master them. Who wrote most of the Declaration of Independence? _____ What national holiday marks the month and day it was signed? _____
_____	(10) Democracy was strengthened at the Philadelphia convention. It was there that a new constitution was written and approved by the representatives of the people. How many states were in the Union at that time? _____ What part of the Constitution says that the government gets its power from the people? _____
_____	(11) Democracy was strengthened when the first ten amendments were written to the Constitution. What name was given to this group of amendments? _____ What three freedoms does the First Amendment give to the people? _____

DATE	EVENTS
_____	(12) Slavery threatened democracy because it did not allow everyone to have a voice in his government. The War Between the States helped defeat slavery. Which amendment to the Constitution ended slavery? _____ What is another name for the War Between the States? _____
_____	(13) Democracy was threatened during World War I. The President of the United States told Congress that the U.S. must help make the world "safe for democracy." What country upset world peace by invading France? _____ Who was the U.S. President then? _____
_____	(14) American democracy was strengthened when women were given the right to vote. Which amendment to the Constitution allowed this? _____ What does <u>suffrage</u> mean? _____
_____	(15) Democracy was threatened when Hitler led the German Army in attacks on many European countries during World War II. Which country did he attack first? _____ Which countries were on Hitler's side? _____
_____	(16) America's democracy was threatened when Japan attacked the United States base at Pearl Harbor in World War II. Where is Pearl Harbor? _____ How far from the U.S. mainland is it? _____

Appendix II

Activity 2: PLACE THE POWER

Teacher's Guide

This activity is a large-group game based on the powers of the branches of the Federal government as described in the Constitution.

MATERIALS

One copy of the United States Constitution per student (available in civics books)

One copy of ACTIVITY 2, student's page, cut up and used as the power cards for the game and a container to hold the cards

A bulletin board with the headings: Executive, Legislative, Judicial

PROCEDURE

Have each student skim the following parts of the Constitution: Article One, Sections 8 and 9; Article Two, Sections 2 and 3; Article Three, Section 2.

1. Tell the students that they are going to play a game, "Place the Power."

2. Divide the class into teams of five or six.

3. Appoint a recorder to keep the score on the chalkboard and a referee to check the Constitution if a dispute arises.

4. Have the first member of the first team draw a power card from the container. He must then identify the branch of the Federal government to which that power belongs.

5. Any member of any other team has the right to challenge once per game after raising his hand and being recognized. The challenger must then restate the power and the branch he thinks it belongs to. The teacher can have final say unless a team requests the referee to find the exact wording in the Constitution.

6. Give one point for each correct answer, whether given by the initial speaker or challenger. Subtract one point for each incorrect answer.

7. After a power has been correctly identified, its card should be placed under the appropriate heading on the bulletin board.

8. Continue the same procedure with the other students until all the powers have been classified and put on the bulletin board.

TEST SUGGESTIONS

Intent 1

The following are powers given the Federal government by the Constitution: to make laws, to veto bills, to decide if the laws agree with the Constitution. Which of the following statements is true about these three powers?

a. All of the powers belong to the legislative branch.
b. All of the powers belong to the executive branch.
c. All of the powers belong to the judicial branch.
*d. Each of the powers belongs to a different branch.

Intent 2

Imagine you have made a bulletin board display showing the separation of Federal powers. Which of the following statements is true about your display?

*a. It shows three main groups of powers.
b. Each branch has the same number of powers.
c. The executive is the most powerful branch.
d. The legislative is the weakest branch.

To approve treaties	To make laws	To approve presidential appointments	LEGISLATIVE
To amend the Constitution	To impeach the President	To collect taxes	
To regulate commerce	To coin money	To build post offices	
To declare war	To provide a navy	To give patents	
To govern the District of Columbia	To borrow money for the U.S.	To provide for defense	

To appoint Supreme Court judges	To make suggestions for new laws	To veto laws	EXECUTIVE
To grant pardons	To propose treaties	To command the army	
To appoint ambassadors	To call Congress into session	To receive ambassadors	

To declare laws un-constitutional	To try ambassadors	To settle disputes be-tween states	JUDICIAL

Appendix III

Activity 3: DOT DASH

Teacher's Guide

PROCEDURE

1. Tell the students they are going to play a game called "The Dot Dash."

   Divide the class into two teams.

   Place the acetate made from teacher's page 2 on the overhead projector. Write the name of one team at the top of each of the two configurations.

   Explain how the game is played:

   > The teacher reads the first question from the Teacher's Guide. The first student to raise his hand and be recognized by the teacher may reply. A correct answer entitles the responder's team to connect the next two dots on their team's configuration. If a reply is incorrect, the teacher asks the question again and calls on the first student who raises his hand. A player may reply only one time during the game, and so he should be fairly sure he knows the correct answer when he raises his hand.
   >
   > The team that is ahead when the questions are done is the winner of the dot dash and may have a member come forward to complete the picture. Then he or another volunteer can guess what it represents. (outline of the United States)

2. Distribute one copy of student's page 3 to each student. Have them outline the map of the United States by connecting the dots.

Activity 3

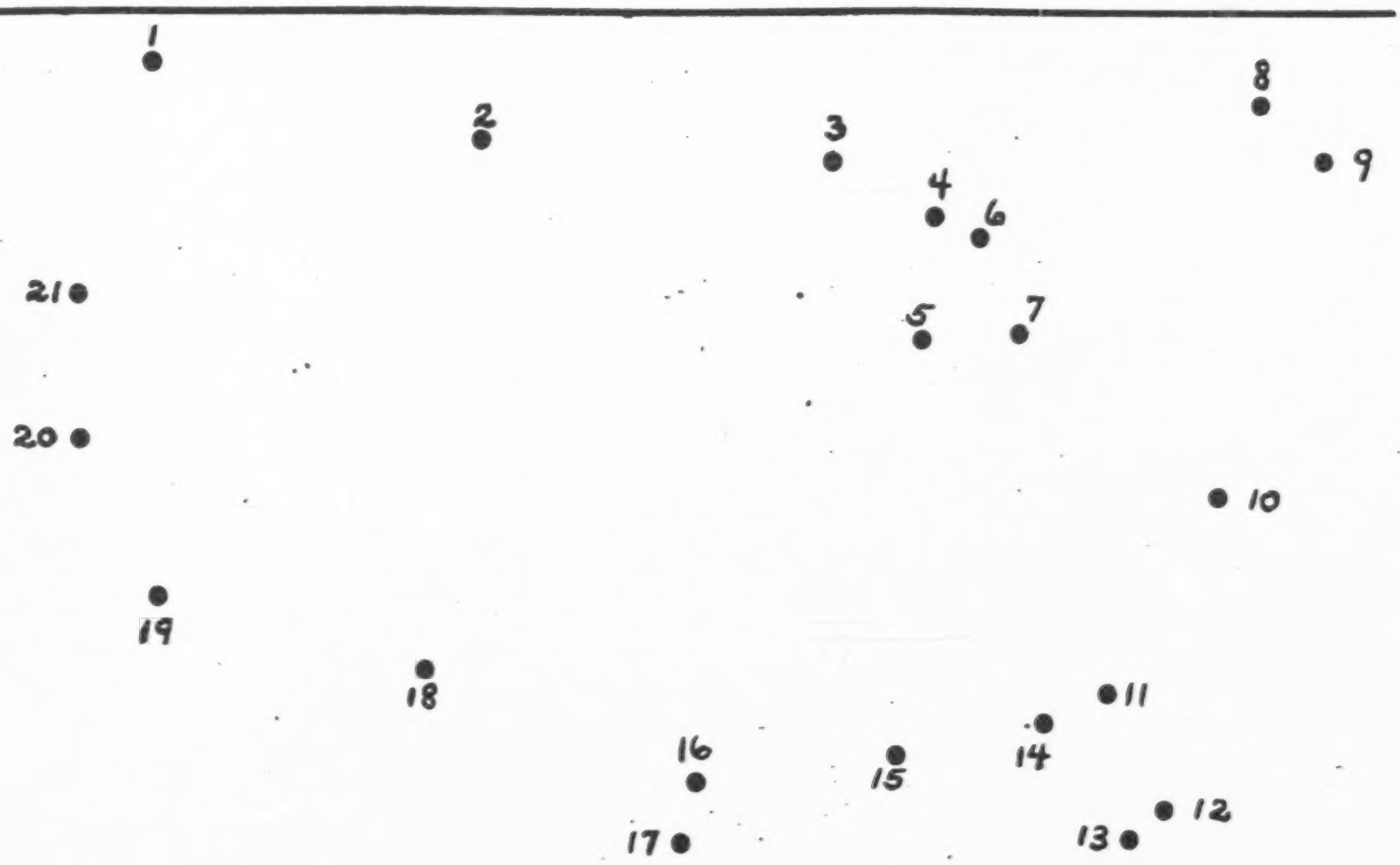
Questions for "The Dot Dash"

Teacher's Guide

1. What did Thomas Jefferson believe to be an important purpose of government?
   (care of human life and happiness)
2. What are two services that a Civil Defense worker may be called upon to give in case of an emergency?
   (police, medical, fire)
3. What is a possible protection from nuclear fallout?
   (fallout shelters)
4. How many families will be affected by the Miami Urban Renewal project?
   (6,500 families)
5. If a town or city sets aside $1,000,000 for urban renewal, how much would the Federal government give it to use?
   ($2,000,000)
6. In how many years does the Miami Urban Renewal project expect to finish re-building the central district?
   (difference between 1974 and present year)
7. How does social security help a worker who has been disabled and is unable to go to work?
   (provides some income)
8. How many years from now will you be eligible for Medicare?
   (difference between 65 and present age)
9. What are two words which have the same first two syllables as the word Medicare?
   (medical, medicine, medically, medication)
10. What are two examples of natural disasters?
    (fire, flood, earthquake, hurricane)
11. What is the reason for Civil Defense using its warning system on Saturdays?
    (testing)
12. In the term urban renewal, what does urban mean?
    (relating to a city)
13. What does urban renewal include besides new houses?
    (stores, parks, industrial buildings, schools)
14. What does a person in the social security program have as identification?
    (social security card)
15. In the term social security what does security mean?
    (freedom from worry, fear, or doubt)
16. Who shares the cost of social security with each worker?
    (Federal government)
17. What do we call neighborhoods that are unfit for safe living?
    (slums)
18. Would a nuclear attack be considered a natural disaster or a man-made disaster?
    (man-made)
19. What means does Civil Defense have to warn people in case of enemy attack?
    (siren)
20. Jefferson was a farm owner in Colonial Virginia. What other occupations did he have that affected the growth of the United States?
    (statesman, author)

TEACHER'S PAGE

Activity 3



ACTIVITY 3

GOVERNMENT'S PURPOSE

One of the great statesmen in our country's history was a Virginian named Thomas Jefferson. He was the author of the Declaration of Independence and the third President of the United States. Jefferson once wrote, "The care of human life and happiness is the first...object of good government." The Federal government has special programs to help reach this goal. We may participate in some of them now or later as the need arises.

CIVIL DEFENSE

A nation must be ready to act in case of fire, flood, earthquake, hurricane, or war. The Civil Defense program was formed to do this.

The disaster that strikes may be a natural one, like the earthquake that hit Alaska in March 1964. It brought huge ocean waves to the west coast of the United States and left 114 dead. There may also be man-made disasters such as enemy attack or war. If this should ever come, Civil Defense would work with state and local governments to protect the community.

At present, the Office of Civil Defense provides fallout shelters and trains people to act when it becomes necessary. They are mainly volunteers who would help with medical, police, and other services. The Civil Defense sirens are sounded on every other Saturday afternoon to test the warning system.

URBAN RENEWAL

When neighborhoods in a city grow ugly and unfit for safe and sanitary living they are called slums. They need to be improved, or renewed. The Federal government has a program to provide money to cities or counties that want to rebuild. It gives $2 for every $1 that a local government spends.

In Dade County, about 55 million dollars will be spent by local and Federal government together for urban renewal. The Central Miami project will be completed in 1974. New homes, stores, industrial buildings, schools, and parks are planned. This project will give 6,500 families a pleasant, attractive neighborhood in which to live and work. Many of us can watch it grow.

SOCIAL SECURITY AND MEDICARE

Nine out of ten working people in our nation today have social security. As soon as a person goes to work, he is usually able to join this program.

When a worker does this, he and his employer pay money into a special fund. If the worker retires, dies, or is disabled, he is paid each month from the fund to replace the lost earnings. His social security card, with its identification number, gives him some freedom from money worries.

Under Social Security, workers over 65 or their dependents get help in paying hospital bills. There is another program to help these older people pay doctors' bills and other medical expenses. It is called Medicare. Those who wish to sign up for it make monthly payments that are matched by the Federal government.

ACTIVITY 3

CIVIL DEFENSE

A. Compound the verb phrases.
   1. Civil Defense plans ahead.
   2. Civil Defense organizes for any disasters.
   3. Civil Defense plans ahead and organizes for any disasters.

B. Compound the adjectives.
   1. We must be prepared for natural disasters.
   2. We must be prepared for man-made disasters.
   3. We must be prepared for natural and man-made disasters.

C. Compound the noun phrases.
   1. Enemy attacks are man-made disasters.
   2. Wars are man-made disasters.
   3. Enemy attacks and wars are man-made disasters.

URBAN RENEWAL

A. Compound the verb phrases.
   1. Urban renewal rebuilds slums.
   2. Urban renewal improves neighborhoods.
   3. _____

B. Compound the adjectives.
   1. The neighborhoods become pleasant to live in.
   2. The neighborhoods become safe to live in.
   3. _____

C. Compound the noun phrases.
   1. New stores are also part of the urban renewal plan.
   2. Parks are also part of the urban renewal plan.
   3. _____

SOCIAL SECURITY AND MEDICARE

A. Compound the verb phrases.
   1. Social Security provides an income.
   2. Social Security helps families get along.
   3. _____

B. Compound the adjectives.
   1. Social Security helps retired workers.
   2. Social Security helps disabled workers.
   3. _____

C. Compound the noun phrases.
   1. Workers can get assistance.
   2. Their dependents can get assistance.
   3. _____

ACTIVITY 3

THE DOT DASH